DOCUMENT RESUME

ED 291 884 CE 049 676

AUTHOR Muldowney, Arthur T.; And Others
TITLE Middletown Adult High School Individualized Diploma Program Manual. Policies and Procedures.
INSTITUTION Middletown Public Schools, Conn.
SPONS AGENCY Connecticut State Dept. of Education, Hartford. Bureau of Adult Education.
PUB DATE Sep 87
NOTE 107p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Adult Education; Credits; Daily Living Skills; *Experiential Learning; *High School Equivalency Programs; *Individualized Education Programs; *Prior Learning; Program Descriptions

ABSTRACT

This manual provides the policies and procedures for an individualized diploma program that offers adults an alternative approach toward earning a high school diploma. It presents information on time and location, eligibility, diploma requirements, admission to the program (student intake), resources, and a flowchart showing pathways to a diploma. Detailed descriptions are provided of each of the four categories in which a student may receive credit: academic, military experience and/or training, occupational experience and/or training, and specialized skills. Options within each category, conditions, and assessment and documentation are considered. Other sections discuss staff and recordkeeping. Appendixes contain these forms: student intake records, credit documentation forms, and independent study project forms. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED291884

MIDDLETOWN ADULT HIGH SCHOOL

INDIVIDUALIZED DIPLOMA PROGRAM

MANUAL

Policies and Procedures

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A Muldowney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ARTHUR T. MULDOWNEY, DIRECTOR
DAVID A. CUNNINGHAM, COUNSELOR
BARBARA R. NOVAK, PROGRAM CONSULTANT

CE 049 776

BEST COPY AVAILABLE

MIDDLETOWN ADULT HIGH SCHOOL

INDIVIDUALIZED DIPLOMA PROGRAM

MANUAL

POLICIES AND PROCEDURES

ARTHUR T. MULDOWNEY, DIRECTOR
DAVID A. CUNNINGHAM, COUNSELOR
BARBARA R. NOVAK, PROGRAM CONSULTANT

WITH SPECIAL RECOGNITION TO THE FOLLOWING PEOPLE WHO CONTRIBUTED TO THE DEVELOPMENT OF THIS MANUAL

HAROLD KAPLAN
JENNIFER TOSCHES
JOSEPHINE COLLOMORE

SEPTEMBER, 1986

(REVISED SEPTEMBER, 1987)

These materials were produced by Middletown Adult Education, under a grant from the Connecticut State Department of Education, Bureau of Adult Education.

All rights reserved. No part of this packet may be reproduced in any form without permission in writing from Middletown Adult Education.

Copyright Pending.

TABLE OF CONTENTS

1. Introduction..... 1
2. Time and Location 2
3. Eligibility..... 3
4. Diploma Requirements..... 4
5. Admission to the Program: Student Intake..... 5
6. Resources..... 7
7. Pathways to a Diploma: Flow Chart..... 9
8. Categories for Credit: Introduction..... 10
   I. Academic Category..... 11
      IA. Transferred Credits..... 13
      IB. Evening Credit Classes..... 15
      IC. Competency-Based Curriculum Packets..... 16
      ID. Independent Study Projects..... 26
      IE. State Department of Education Test-Out..... 30
   II. Military Service and/or Training Category..... 31
   III. Occupational Experience and/or Training Category... 34
      IIIA:METHOD #1. Documented Work Experience..... 35
      IIIA:METHOD #2. Demonstrated Occupational Skills... 36
      IIIB. Occupational License..... 38
      IIIC. Apprenticeship Training Program..... 39
      IIID. Formalized Job Training Program..... 40
      IIIE. Home Management..... 41
   IV. Specialized Skills Category..... 42
      IVA. Volunteer/Community Service..... 43
      IVB. Other Specialized Skills..... 45

TABLE OF CONTENTS (CONT.)

9. Staff..... 47

10. Recordkeeping..... 50

11. Appendices: Part A - Student Intake Records

List of Forms Included in Appendices: Part A..... 51

12. Appendices: Part B - Credit Documentation Forms

List of Forms Included in Appendices: Part B..... 75

13. Appendices: Part C - Independent Study Project Forms

List of Forms Included in Appendices: Part C..... 89

INTRODUCTION

The Middletown Individualized Diploma Program is an integrated laboratory component of the Middletown Adult High School and is under the auspices of the Middletown Board of Education.

The primary objective of the Individualized Diploma Program is to provide area adults with an alternative approach toward earning an adult high school diploma. Previous formal academic education, the skills and knowledge gained through informal learning experiences and current learning activities are all applied toward the Middletown Adult High School Diploma.

The Middletown Adult Education staff assists the individual in the documentation and assessment of prior academic learning and life skills, and develops additional learning opportunities based on each individual's needs and interests.

This program, although highly structured, is individualized to meet the needs of each student. Students may combine laboratory work and evening credit classes.

There is no time limit for completion of this program.

TIME AND LOCATION

The Individualized Diploma Program offers morning, afternoon and evening sessions which each meet in small rooms referred to as Diploma Labs.

The morning sessions are located at:

Russell Library
Broad Street
Middletown, CT
9:00 a.m. to 12:00 p.m.
Monday through Friday

The afternoon sessions are located at:

Community Action for Greater Middletown
Child Development Center
Hamlin Street
Middletown, CT.
12:30 p.m. to 3:30 p.m.
Mondays and Wednesdays

The evening sessions are located at:

Woodrow Wilson Junior High School
695 Newfield Street
5:30 p.m. to 9:30 p.m.
Mondays and Wednesdays

Diploma candidates may meet with their counselor or tutor at a time that is convenient to both parties. It is recommended, however, that an appointment be made so that proper attention may be given to each student's needs.

Appointments may be made by calling the Middletown Adult Education Office, 347-4469, between 8:00 a.m. and 4:00 p.m. Monday through Friday.

Evening Lab appointments may be made by calling Woodrow Wilson Junior High School between 6:30 p.m. and 9:00 p.m. on evenings when classes are in session.

ELIGIBILITY

Individuals wishing to enroll in the Middletown Adult High School must meet the following criteria:

a) must be 16 years of age or older

b) must live in Middletown or in one of the communities listed below:
   - Portland
   - Cromwell
   - East Hampton
   - Haddam
   - Higganum
   - Killingworth
   - Durham
   - Middlefield

c) must not be currently enrolled in school

d) must not have a High School Diploma or a GED certificate if they wish to earn credits for courses they take

The Individualized Diploma Program, which is a Lab component of the Middletown Adult High School, has more advantages for the older adult who has had the opportunity to develop several experiential skills. Younger adults are urged to consider the Middletown Adult High School Evening Classes as the main component of their program.

Diploma candidates may combine Lab experiences with evening credit classes in a multiplicity of ways that will serve to greatly increase the educational options of area adults. Intake counseling will play a key role in the development of a meaningful program for each candidate. Ongoing counseling services will insure that program options are delivered most appropriately to each person enrolled in the Middletown Adult High School.

DIPLOMA REQUIREMENTS

Current requirements for a Middletown Adult High School Diploma are 20 Adult Credits which must be earned in the following areas:

English	4 Credits
Mathematics	3 Credits
Social Studies*	3 Credits
Science	2 Credits
Vocational Education/Arts	1 Credit
Electives	7 Credits

* 1 credit must be for U.S. History

Credits may be awarded through Middletown Adult High School evening credit classes or Individualized Diploma Program credit options in any combination.

A minimum of 2 credits must be earned through Middletown Adult Education before a diploma will be issued. At least one of these must be earned through class attendance or completion of a competency-based curriculum packet.

A diploma will not be issued to a student until after the date on which his/her high school class has graduated.

In special cases, post-graduate students will be allowed to take courses in order to increase their skills in certain subject areas. However, credit will not be given for these courses.

ADMISSION TO THE PROGRAM: STUDENT INTAKE

Middletown Adult High School candidates who are interested in the Individualized Diploma Program must schedule an appointment for an orientation interview with a Middletown Adult Education counselor. This interview is necessary in order to properly evaluate the appropriateness of the Individualized Diploma Program for each applicant and to make the candidate aware of other Middletown Adult Education programs.

During this interview, the counselor will record a summary of the candidate's personal background information, academic history and life experiences. This information will be recorded on specific forms as described in Appendices Part A (located at the end of this manual).

During this interivew, all candidates who are seeking academic credits will complete the Test of Adult Basic Education (T.A.B.E) Locator Test. Those who score in the level D range and desire to work in a competency-based curriculum packet or attempt the CT State Dept. Test-Out will then be scheduled for the reading portion of the complete T.A.B.E.. A minimum reading level of grade 7 is required to begin a competency-based curriculum packet or attempt the Test-Out Component of the Individualized Diploma Program. Any individual who scores below this required grade level will be advised to enroll in an appropriate Middletown Adult Education class designed to improve his/her basic academic skills. The series of Life-Skills competency-based curriculum packets may be used by those who have not achieved a

grade 7 level. These are assigned by counselor recommendation only. T.A.B.E results may also be used for placement purposes in the evening credit classes when specific information on the student's academic skills is missing or inadequate.

After assessing the student's background and needs, the counselor will then make a program recommendation and contact the appropriate person in that program to set up an appointment to intake the student.

Those students who will be entering the Individualized Diploma Program will then meet with a tutor to develop an Individual Study Plan and time schedule which will be designed to complete that particular student's credit needs.

Upon successful completion of the Middletown Adult High School Program and approval of the director and counselor, the student will be awarded a Middletown Adult High School Diploma.

RESOURCES

The Individualized Diploma Program is an integrated component of the Middletown Adult High School. As such, it utilizes the strengths and resources of the Middletown Public Schools and the Middletown Adult High School evening credit program which began in 1945.

In addition, it provides multiple options for the adult learner to develop a learning program which will provide him/her with a meaningful educational experience and which will allow for the utilization of a wide range of area learning resources, day and evening, year-round.

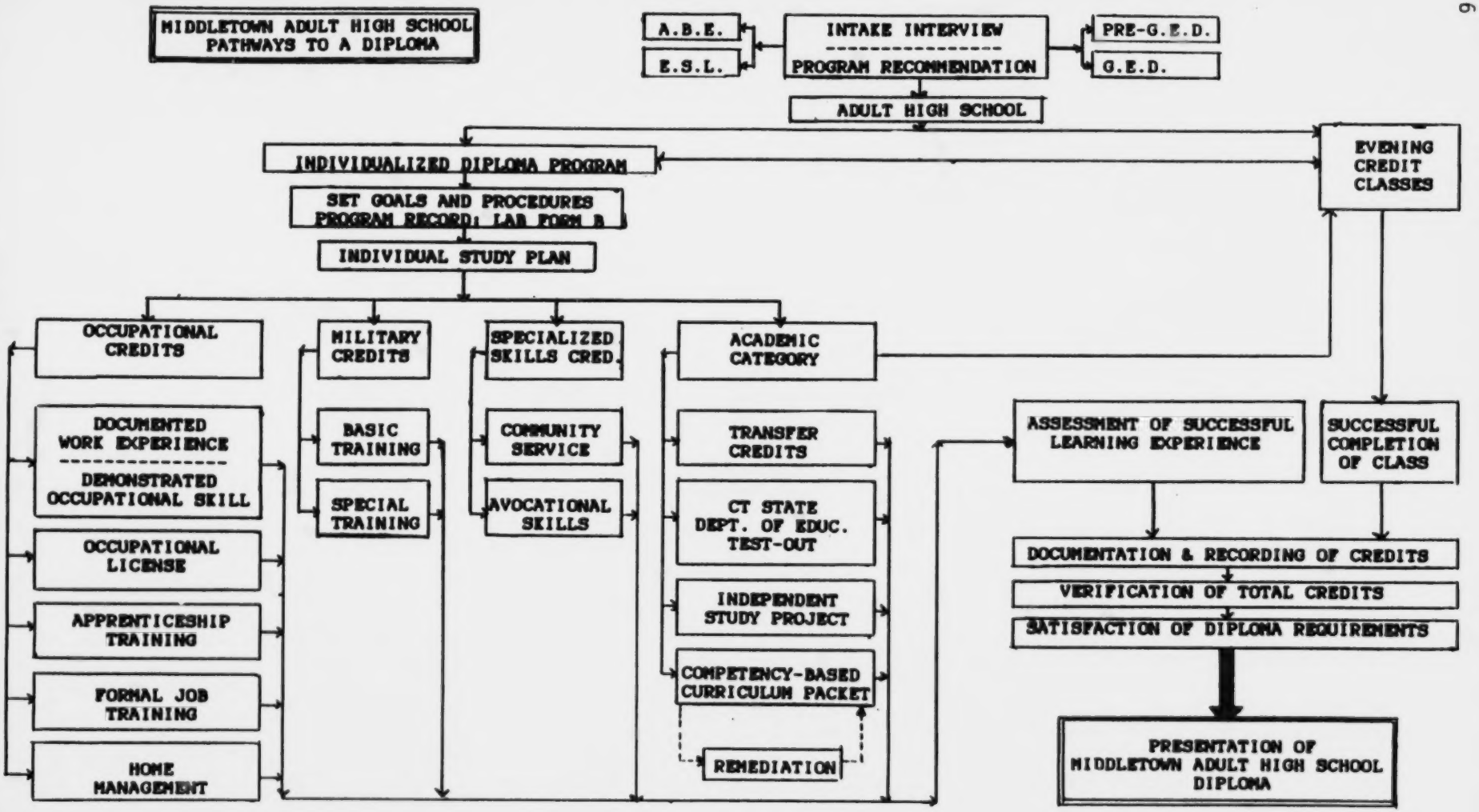
The adult learner may elect to attend evening credit classes offered by the Middletown Adult High School. These classes include a wide range of traditional academic areas as well as a variety of vocational and other elective classes. The student may also elect to utilize the academic and career counseling services of the Middletown Adult High School in developing future goals.

Another component of the Middletown Adult High School which the adult learner may utilize is the Lab setting used in the Individualized Diploma Program. Labs are available both days and evenings and are staffed by certified teachers who serve as tutors. They assist the student in the development and fulfillment of an Individual Study Plan. This may include completing documentation of prior learning experiences, instruction and testing as students complete competency-based curriculum packets, monitoring of Independent Study Projects, assistance in preparing

for Skills Demonstration Assesments, assistance in preparing for the Connecticut State Department of Education Test-Out Program, and assistance in completing evening credit class requirements.

The adult learner may also chose to utilize the resources of Wesleyan University, Middlesex Community College, Russell Library or the vast range of cultural and business resources in the Greater Middletown area.

The tutor will be available to help the student clarify and identify the most appropriate resources for his/her learning program.


MIDDLETOWN ADULT HIGH SCHOOL
PATHWAYS TO A DIPLOMA
A.B.E.
E.S.L.
INTAKE INTERVIEW
PROGRAM RECOMMENDATION
PRE-G.E.D.
G.E.D.
ADULT HIGH SCHOOL
INDIVIDUALIZED DIPLOMA PROGRAM
EVENING CREDIT CLASSES
SET GOALS AND PROCEDURES
PROGRAM RECORD; LAB FORM B
INDIVIDUAL STUDY PLAN
OCCUPATIONAL CREDITS
MILITARY CREDITS
SPECIALIZED SKILLS CRED.
ACADEMIC CATEGORY
DOCUMENTED WORK EXPERIENCE
DEMONSTRATED OCCUPATIONAL SKILL
OCCUPATIONAL LICENSE
APPRENTICESHIP TRAINING
FORMAL JOB TRAINING
HOME MANAGEMENT
BASIC TRAINING
SPECIAL TRAINING
COMMUNITY SERVICE
AVOCATIONAL SKILLS
TRANSFER CREDITS
CT STATE DEPT. OF EDUC. TEST-OUT
INDEPENDENT STUDY PROJECT
COMPETENCY-BASED CURRICULUM PACKET
REMEDIATION
ASSESSMENT OF SUCCESSFUL LEARNING EXPERIENCE
SUCCESSFUL COMPLETION OF CLASS
DOCUMENTATION & RECORDING OF CREDITS
VERIFICATION OF TOTAL CREDITS
SATISFACTION OF DIPLOMA REQUIREMENTS
PRESENTATION OF MIDDLETOWN ADULT HIGH SCHOOL DIPLOMA

CATEGORIES FOR CREDIT: INTRODUCTION

The Individualized Diploma Program was developed to provide the mature adult with the opportunity to obtain a Middletown Adult High School Diploma in an innovative way.

The student may combine credits awarded for prior academic work with current daytime and evening learning experiences, self-directed learning activities, and demonstration or documentation of previous non-academic learning. The program is conducted in a Diploma Lab setting in order to best service each individual's unique learning needs and styles. It is felt that learning, obtained through any means, is an important part of one's intellectual and maturational growth and should be recognized.

In the Individualized Diploma Program, a student may receive credit in the following four categories:

I) Academic Category

II) Military Experience and/or Training Category

III) Occupational Experience and/or Training Category

IV) Specialized Skills Category

It is the responsibility of the student to provide the tutor with valid documentation of all prior learning activities. No credit may be awarded without adequate documentation.

Detailed descriptions of each of the above categories are given on the following pages.

I. ACADEMIC CATEGORY

The Academic Category is defined as successful learning which has been accomplished in one of the following methods:

1. Learning which has been completed prior to admission into the Middletown Adult High School and documented by one of the following types of schools:

    a) College or University
    b) Community College
    c) Technical College
    d) Accredited High School
    e) Vocational/Technical School

2. Learning which has been assessed and documented as the result of the successful completion of one of the following Middletown Adult High Scool options:

    a) An Evening Credit Course
    b) A Competency-Based Curriculum Packet
    c) A Independent Study Project

3. Learning which has been assessed and documented as a result of successful completion of one of the Connecticut State Department of Education Test-Out Examinations.

Twenty credits are required to receive a Middletown Adult High School Diploma. Of the twenty credits, thirteen are required in the following non-elective areas:

4 credits - English
3 credits - Mathematics
3 credits - Social Studies*
2 credits - Science
1 credit - Vocational Education/Arts

* one must be in U.S. History

The remaining seven credits may be earned in elective areas.

11

A MINIMUM OF TWO CREDITS MUST BE EARNED THROUGH MIDDLETOWN ADULT EDUCATION BEFORE A DIPLOMA WILL BE ISSUED. At least one of these credits must be earned through class attendance or completion of a competency-based curriculum packet.

During the initial interview with the student, the counselor will note on the student's Program Record: Lab Form B which academic options are recommended. The tutor will then initiate procedures to earn these credits with the student and outline them on the Individual Study Plan.

There is no limit on the number of academic credits that may be applied toward the Middletown Adult High School Diploma. There are, however, limits on the utilization of various academic credit options and it is necessary to read the following sections carefully before planning a program.

IA. TRANSFERRED CREDITS

Credits transferred from an accredited university, college, community college, technical college, high school or vocational/ technical school must meet the following criteria:

1) must be for courses given for credit

2) must be for courses completed successfully

3) must have represented AT LEAST 48 hours of instructional time if completed at a secondary level institution

4) must have met the minimum instructional time standards required by the Department of Higher Education if presented as transfer credits from institutions of higher learning

5) must be converted to adult credit units when taken at institutions of higher learning using the ratio of three semester hours to one adult credit unit (or the equivalent ratio)

6) must be converted to the equivalent of Middletown Adult High School adult credit units when transferred from an accredited high school or vocational/technical school

During the student intake procedure, the counselor will determine the number of transfer credits that may be applied toward the Middletown Adult High School Diploma.

Transfer credits must be presented as part of an official transcript from each institution which has awarded academic credits to the student. This transcript(s) must be approved by the couselor and must become part of the student's Middletown Adult High School permanent record folder. The credits will then be entered onto the Middletown Adult High School transcript which is printed on the student's permanent record folder.

There is no time limit for acceptance of transfer credits nor are there limits on the total number of transfer credits per subject area which may be accepted. Under no circumstances can duplicate credit be awarded for the same prior learning experience in more than one category.

IB. EVENING CREDIT CLASSES

The student who prefers to study in a traditional classroom setting or who needs instruction in specific academic areas not available through the competency-based curriculum packets may enroll in evening credit classes at the Middletown Adult High School. Registration must be completed through the Adult High School counselor. For students who are in the Individualized Diploma Program, the evening class will be listed as part of the student's Individual Study Plan.

Middletown Adult High School evening credit classes are offered on a semester basis in a wide range of non-elective and elective courses. Classes begin in September and January and meet all State Dapartment of Eduction operational guidelines. A grade is awarded at the end of the semester and recorded on the student's Middletown Adult High School transcript.

In special cases, a student may complete up to 2 elective credits at a university, college, community college or technical college while enrolled in the Middletown Adult High School. This course of study must receive prior approval of the counselor, must meet minimum criteria for transfer credits described earlier and must be presented as part of an official transcript from the institution which is awarding the credit. College-level academic work completed subsequent to enrollment in the Individualized Diploma Program may not be applied toward the required non-elective or vocational/arts credits and does not waive the requirement that a minimum of two credits be completed through Middletown Adult Education prior to the awarding of a diploma.

15

IC. COMPETENCY-BASED CURRICULUM PACKETS

In order to meet the instructional needs of adults who are not able to attend Middletown Adult High School evening credit classes as well as adults who work best with individual and/or small group instruction, the Middletown Adult High School has developed a group of competency-based curriculum packets.

These packets represent AT LEAST the same skills and time commitment as an evening high school credit class. They have been designed to require a minimum of FIFTY HOURS (per one credit) of instructional/learning time for the average student to complete.

The following packets are currently available:

Basic Math I
Basic Math II
Basic Algebra: An Introduction
General Science: An Introduction
Biology: The Living Science
U.S. History: The Beginnings 1200-1900
U.S. History: The Modern Era 1900-Present
Increasing your Vocabulary
Basic English I

The following packets will be available by June, 1988:

Algebra
Geometry
Chemistry
Health
World History
You and the Law
Know Your Federal Government
Know Your State Government
Geography
Basic English II
English Literature & Composition
Life Skills Writing
Life Skills Reading
Life Skills Math
Life SKills Science
Life Skills U.S. History

The competency-based curriculum packets have been designed to allow the student to work at home following his/her own individual study pace. However, the packets must be completed under the direction of a tutor with whom the student will have weekly review meetings. The tutor will guide the student in the completion of all phases of the packet, offering assistance when needed by the student. The tutor will also administer all tests and keep an accurate record of the student's progress.

Each curriculum packet consists of two separately bound components. One contains all the instructional material to be used by the student and tutor. The other contains all the testing material and is to be administered by the tutor only.

The instructional component contains several sections designed to help the tutor properly administer the packet. A general course outline and the list of exact competencies which the student will be learning in the packet are given in order to allow the tutor to have an overview of the entire subject matter. Other specific information concerning resources, audio visual aids, credit and testing instructions are also given.

Also included in the instructional component are the study guides which the student will follow. They contain the actual instructional program for the student. There are two types of instructional programs. Some packets are based on textbooks and the students are directed to the books for readings, explanations of subject matter and assignments. Some packets are packet-based and contain all the instructional material and assignments within the study guides.

The second component contains the testing program. This consists of three types of tests in each packet. The first is a Diagnostic Screening Test. This is designed to briefly test all of the major competencies contained in the packet. Its purpose is to measure entry level skills and it is not used in determining the grade for packet credit.

The second type of test, Post-Test A, is used when the student has completed all of the assignments for a particular strand in the packet. It will measure the knowledge of the competencies in this strand. Should the student not meet the required grade minimum for this test, they will be referred back to the instructional component to complete the remediation assignments as directed in the packet.

The third type of test, Post-Test B, is to be used after the remediation assignments have been completed. It will also measure the knowledge of the competencies in that particular strand. These tests may also be used as a group comprising the Packet Mastery Test.

Complete instructions for using, administering, and evaluating these three types of tests are included in the next several pages in the exact form as they appear in the packet components.

There is no limit on the number of academic credits which may be earned using competency-based curriculum packets. The successful completion of a packet will result in the awarding of either one or one-half adult high school credit, depending upon the credit statement for that packet.

TUTOR DIRECTIONS: TEST USES AND SCORING PROCEDURES

INTRODUCTION:

There are two ways in which a student can earn credit for completing a competency-based packet:

1) The Packet Mastery Test may be taken. This is continuous testing without instruction.

2) The packet may be completed traditionally by doing all of the assignments and by taking tests after each strand has been completed.

Detailed steps for implementing these options are given below. Please follow them carefully.

OPTION A: TAKE PACKET MASTERY TEST

STEP 1:
The tutor must be sure that the student has not attempted and failed the Connecticut State Department of Education Test-Out Examination in the same subject area.

STEP 2:
The tutor should discuss the following points with the student to help him/her decide whether or not taking the test would be appropriate at this time:

a) Review the student's academic background and explain that this test is intended for those who have had prior learning in this subject area.

b) Review with the student the competencies included in the packet. It should be stressed that each competency in the packet will be tested with at least one question.

c) Make the student aware that this will be an extremely comprehensive test consisting of 100 to 500 questions.

d) Discuss the grading procedure (outlined below) with the student and be sure that he understands both the PASS and FAIL results.

STEP 3:
The Packet Mastery Test consists of all of the strand Post-Tests: Form B, given consecutively. This test may be administered in either of the following ways:

a) The student will not review the packet at all.

b) The student will take the packet to review between tests, however, assignments will not be discussed or corrected.

In either case, there is to be continual testing without tutor instruction. It may be necessary to divide the testing into several consecutive sessions if the test is long.

STEP 4:
The following grading procedure will be used:

a) The tutor will calculate a score for each strand test and average them to obtain the Total Test Score.

b) The tutor will enter the strand scores and the average Total Test Score onto the Packet Progress/Grade Record.

c) The student must achieve an average Total Test Score of at least 90% with no individual strand score less than 80% to pass.

d) If the student has passed:

1. A report card will be completed.

2. A copy of the report card will be given to the student.

3. Another copy of the report card, the completed Packet Progress/Grade Record and all completed tests will be forwarded to the consultant for insertion into the students's permanent record folder.

4. The completed tests may be discarded after the student has graduated.

5. The student will receive one adult high school credit in the specific learning packet subject area. This credit will be recorded on the student's transcript by the counselor or consultant.

e) Students who fail to attain a 90% Total Test Score or who receive an individual Strand Score below 80% must complete the packet work (as described in Option B) for EACH strand in which the grade was less than 80%.

OPTION B: COMPLETE ENTIRE CURRICULUM PACKET

STEP 1:
The tutor should administer the Diagnostic Screening Test in packets where it is included.

a) The purpose of this test is to determine the student's entry level skills in this packet and the grade earned will not be included in the Total Test Score.

b) This test should take a maximum of one and a half hours.

c) If the student scores at least 90% on the diagnostic screening test, the tutor should recommend that the student attempt the packet Mastery Test.

d) If the student has already attempted and failed the Packet Mastery Test, the Diagnostic Screening Test will not be used. The student may proceed directly to the strand(s) which must be completed.

STEP 2:
When the student has satisfactorily completed all the work for each strand, the tutor will administer the Post-Test: Form A.

a) If the student attains at least a 70% score on this test he/she may proceed to the next strand.

b) If the student scores less than 70%, the tutor should review the remedial assignments listed for that strand. Those exercises which the tutor feels are necessary should be assigned and completed by the student.

STEP 3:
When all the recommended remedial work has been satisfactorily completed, the tutor will administer Post-Test: Form B.

a) If the student PASSES this test with at least a 60% score he/she may proceed to the next strand.

b) If the student FAILS (scores less than 60%), he may proceed to one more strand on a trail basis.

If this next strand is passed, the student may continue. However, if the student also fails the second consecutive strand then a meeting should be scheduled with the student, tutor and counselor/consultant to decide what course of action* should be taken.

If, upon completion of the packet, there are strands which have not been passed with a score of at least a 60% (although both test forms have been used) a meeting should be scheduled with the student, tutor and counselor/consultant. At this time a decision will be made concerning what course of action* should be taken.

* Courses of action might include additional assignments, review of previous assignments, use of materials on the resource list and re-testing with Post Test A.

STEP 4:
The following grading procedure will be used:

a) The tutor will grade each strand test as it is completed and will enter the strand scores on the Packet Progress/Grade Record.

b) The packet is completed when all the work required in each strand has been satisfactorily completed and minimum scores of at least 70% on Post Test A or at least 60 % on Post Test B have been obtained for all strands.

c) Upon packet completion, the tutor will calculate the Packet Grade by averaging the strand scores. If both test forms have been used, all scores should have been recorded, however, only the higher scores should be used for calculation.

d) The tutor will enter the Packet Grade onto the Packet Progress/Grade Record and complete a record card.

e) A copy of the report card will be given to the student.

f) Another copy of the report card, the completed Packet Progress/Grade Record and all completed tests will be forwarded to the consultant for insertion into the student's permanent record folder.
* the completed tests may be discarded after the student has graduated

g) The student will receive one or one-half adult high school credits, depending upon the credit statement for that packet, in the specific subject area taught in the curriculum packet. This credit will be recorded on the student's transcript by the counselor or consultant.

INTERNAL TEST AND PACKET SECURITY

1. All original packets, including testing components, will be kept in the main Adult Education Office. A sign-out sheet will be kept with these materials to insure that the consultant can account for all copies.

2. All materials issued to the tutors must be kept in a locked storage area, with limited access, at each Lab site.

   The tutor must maintain a master list of all materials which have been assigned to each student and must conduct regular inventories as requested by the program consultant.

   A refundable deposit* not to exceed the actual cost of the materials will be collected from each student before issuing materials.

   * The use of a deposit system is a local option.

3. The tutor will be responsible for the testing components of the packets which have been issued to them. Completed tests, including Diagnostic Screening Tests, are NOT to be given to the student. After the results have been reviewed with the student, the completed tests must be filed in the student's on-site folder.

   After the packet has been completed, all the tests will be forwarded to the consultant for placement in the student's permanent record folder where they will be kept until the student's graduation.

4. Upon successful completion (or termination) of the student's program, all material in the on-site folder will be forwarded to the consultant to be incorporated into the student's permanent record folder.

5. The Director and/or Program Consultant will be responsible for establishing test security procedures in accordance with the guidelines established by Middletown Adult Education.

TEST ADMINISTRATION INSTRUCTIONS

THE TUTOR SHOULD FOLLOW THESE INSTRUCTIONS WHEN ADMINISTERING THE TESTS FOR THIS PACKET:

1. THE TUTOR SHOULD REFER TO THE TEST USES AND SCORING PROCEDURE SECTION IN BOOKLET #1 FOR A COMPLETE DESCRIPTION OF EACH TEST.

2. THE TUTOR SHOULD INSTRUCT THE STUDENT AS FOLLOWS FOR EACH TEST:

DIAGNOSTIC SCREENING TEST

a) Explain to the student that this test is only designed to measure entry level skills. The grade obtained will not be used in determining the packet grade.

b) The results of this test will also be used to aid the tutor in developing a time line for packet completion, based on the student's prior knowledge of the packet competencies.

c) The test should take a maximum of 1 1/2 hours.

d) The student should be instructed not to spend several minutes on any one question.

e) The student should also be instructed to skip over any questions which he/she does not know. He/she may return to that question later in the testing if time permits.

f) All students beginning a competency-based packet must at least attempt this test.

POST-TEST: FORM A

a) Explain to the student that this test will measure the knowledge of the competencies in this strand.

b) The student should complete this test in one session. If an extension of time is needed, the tutor should be sure that it is reasonable. Remind the student that he/she should not spend several minutes on any one question.

c) The student may take more than one test at a session if prepared to do so.

d) Explain the results of the testing to the student as per the Test Uses and Scoring Procedures section.

e) Explain the purpose of and instructions for the Packet Remediation Plan if it is needed.

POST-TEST: FORM B (When used in traditional packet testing.)

a) Explain to the student that this test will also measure the knowledge of the competencies in this strand.

b) The same procedure should be followed as in b), c) and d) for Post-Test A.

POST-TEST: FORM B (When used as the Packet Mastery Test.)

a) Explain to the student that these tests are to be taken consecutively. Although a reasonable amount of time needs to be allocated, the student should not be allowed to spend too much time on any one question.

b) Explain the testing results to the student as per the Test Uses and Scoring Procedures section.

ID. INDEPENDENT STUDY PROJECTS

A maximum of three credits may be earned in an elective or non-elective area for the successful completion of Independent Study Projects. Up to one credit may be awarded for the successful completion of each Independent Study Project and no more than one credit may be awarded in each of the required academic areas.

The tutor must follow a specific procedure while assisting the student in the planning, development and request for approval of each project. Also, the evaluation of each project will be done according to specific guidelines as described in detail in Appendices: Part C of this manual.

The criteria and procedure for completion of an Independent Study Project are as follows:

1. The counselor and student will identify, during initial intake, those credit areas which will be completed through Independent Study Projects. These will be noted on the student's Program Record: Lab Form B. (see Appendices: Part A) Revisions or later selection of additional areas for Independent Study will be added to Lab Form B.

2. The student will be given a copy of "Guidelines for Middletown Adult High School Independent Study Projects" which is located in Appendices: Part C of this manual. The tutor will review these guidelines with the student. This may be done individually or in a small group.

3. Upon final determination of the Independent Study topic, the tutor and student will develop an Individual Study Plan for the project. This plan will begin to clarify specific project activities, outcomes, and will set a tentative completion date.

4. The tutor and student will then complete an Independent Study Project Request form. If the student is requesting approval of an Independent Study Project in a non-elective academic area, the Independent Study Project must be initially approved by the tutor and one other person on the Director's list of individuals authorized to approve Independent Study Projects. If the student is requesting approval of an Independent Study Project in an elective area, the form must be initially approved by the tutor. Failure of either party to accept the proposal will result in the rejection of the Independent Study Project Request. The tutor may, in this case, request a meeting with the student, Individualized Diploma Program Consultant and subject area teacher/specialist so that an acceptable project proposal may be developed.

5. The finalized Independent Study Project Request Form will then be submitted to the Director of Adult Education or person designated by the director for final approval.

6. Upon approval, the tutor and the student will each retain a copy of the plan and the tutor will establish a schedule of meetings with the student to review progress of the Independent Study Project.

7. Revisions in the projected completion date of the Independent Study Project should be communicated by the tutor to the Individualized Diploma Program Consultant and written approval of the revision will be forwarded to the tutor. This approval of a revised project completion date should be attached to both the tutor's copy and the permanent record folder copy of the Independent Study Project Request Form.

8. When the non-elective project is completed, the evaluator will review the project and complete the Independent Project Assessment: Written Checklist. The evaluator will sign the assessment and return the form to the Director of Adult Education or his designee.

9. The Director of Adult Education or his designee will review the Independent Study Project and the Written Checklist prior to the awarding of academic credit.

10. It may be determined by the Director of Adult Education, after review of the project request, that an oral interview is needed with the student before credit may be awarded. The interview will be scheduled at a time and location that is convenient for all parties and will include the student and at least two of the following: Counselor, Individualized Diploma Program Consultant, Tutor/Specialist and Director of Adult Education. This interview should last no more than 30 minutes and the Independent Project Assessment: Oral Checklist will be completed by a person designated by the Director of Adult

Education. This may substitute for the Written Checklist in the case of Independent Study Projects completed in the elective area.

11. Upon successful completion of the Independent Study Project, notation will be made on the Independent Project Assessment Forms (see Appendices:Part C), a grade and credit should be assigned and recorded on the student's transcript. It is the responsibility of the Individualized Diploma Program Consultant to coordinate the appropriate recording of all completed projects, including any appropriate documentation.

12. All Independent Study Projects for which the student is awarded academic credit will become part of the student's permanent record folder. Elective credit projects should be documented with pictures or descriptions which are also included in the student's permanent record folder. Also included with the project materials should be a record of the grade, the Written or Oral Checklist and a copy of the Independent Study Project Request Form.

13. If the project is unacceptable, the student may make the necessary revisions and the project may be reassessed. This procedure will require tutor approval.

IE. STATE DEPARTMENT OF EDUCATION TEST-OUT EXAMINATION

This component is being developed by the Connecticut State Department of Education, Bureau of Adult Education. The Test-Out program is expected to be in place by September, 1988.

Under this credit option, the student may earn a maximum of six adult credit units in the non-elective or elective areas.

II. MILITARY SERVICE AND/OR TRAINING CATEGORY

A maximum of two elective credits may be awarded for military experience and/or training. Military includes such branches as Army, Navy, Air Force, Marines, Coast Guard and Nationl Guard.

In order to qualify for military credits the student must satisfy one of the following conditions:

A) IF DISCHARGED FROM THE MILITARY: The discharge must have been under other than dishonorable circumstances. The student must provide photo copies of the DD214 Form to be attached to the Military Documentation Form. (see Appendices: Part B)

B) IF STILL SERVING IN THE MILITARY: The student must be performing successfully. This will be documented by the student's Commanding Officer using the Military Service Verification Form. (see Appendices: Part B)

One of the elective credits may be awarded for successful completion of basic training. The other credit may be awarded for successful completion of further specific military training. Under no conditions are more than two elective credits to be awarded for military experience and/or training.

If the student is eligible for military credit, the counselor will note this on the student's Program Record: Lab Form B during the intake interview. The tutor will then initiate documentation procedures with the student and outline them on the Individual Study Plan.

If discharged, it will be the student's responsibility to provide photo copies of all training certificates and/or the DD214 Form. These will be copied onto or attached to the Military Documentation form by the tutor. The completed form will then be forwarded to the Individualized Diploma Program consultant for inclusion in the student's permanent record folder.

If still actively serving, a letter will be sent to the student's Commanding Officer. It is the responsibility of the student to provide the tutor with the necessary information for verification of this active service. Prior to the awarding of credit, the tutor and student must complete a portion of the Military Service Verification Form. (see Appendices: Part B) This form must indicate the complete name and address of the officer and the title and a description of the job duties performed. The cover leter which will accompany this Verification Form must be signed by the student. This letter and form will then be forwarded to the Individualized Diploma Program Consultant to be mailed.

The completed form must be returned from the Commanding Officer indicating satisfactory performance in the military service. The form must bear the original signature of the Commanding Officer or other military official.

The Program Consultant will then assign the appropriate credit and enter it onto the student's transcript. The Verification Form will be retained in the student's permanent record folder.

If the student has lost the original copies of discharge and training records, duplicates may be obtained at the following address:

National Personnel Record Center
9700 Page Boulevard
St. Louis, Missouri 63113

Phone: 314-263-3901

** Be prepared to supply appropriate information as requested, such as branch of service, dates of years served and last rank.

Credit for specific training within the military will be assessed according to the GUIDE TO THE EVALUATION OF EDUCATION EXPERIENCES IN THE ARMED SERVICES (ACE Manual), compiled by the American Council on Education. The counselor must evaluate the training experience and convert the training to adult credit units using the ratio for converting college to adult credits (3 to 1). Credit will then be awarded and entered onto the student's permanent record folder.

III. OCCUPATIONAL EXPERIENCE AND/OR TRAINING CATEGORY

Adults are rich in prior learning experiences and the occupational experience and/or training category provides an abundant resource for the recognition of that learning and for the awarding of adult credit units.

If the student is eligible for credit in this category, the counselor will note this on the student's Program Record: Lab Form B during the intake interview. The tutor will then initiate documentation procedures with the student and outline them on the Individual Study Plan.

All documentation will be completed through the Individualized Diploma Program Consultant. It will be the consultant's responsibility to award credits, record them on the student's transcript and notify the tutor of credits recorded.

A maximum of <u>two</u> adult credit units may be awarded for occupational experience and/or training. The two credits may be in the elective area or one credit may be in the elective area and one credit may be awarded in the vocational education non-elective area.

There are five options through which these two credits may be earned. Within the first option, the student must chose which of these methods he/she wishes to utilize to pursue a credit: documentation or demonstration.

On the following pages are detailed descriptions of each of the five credit options for occupational experience and/or training and how they are to be assessed and documented.

IIIA: METHOD #1 - DOCUMENTED WORK EXPERIENCE

Up to one credit may be awarded for skills acquired in a current occupation. An individual must have worked full-time with the same employer for one year or half-time with the same employer for two years (or the equivalent) in order to be eligible for this credit.

It is the responsibility of the student to provide the tutor with the information necessary for documentation of this work experience. Prior to the awarding of credit, the tutor and student must complete a portion of the Work Experience Documentation Form (see Apppendices:Part B). This form must indicate the proper name and address of the employer, a description of the position held and the duration of employment. The cover letter which will accompany this Documentation Form must be signed by the student. This letter and Form will then be forwarded to the Individualized Diploma Program Consultant to be mailed.

The completed form must be returned from the employer indicating satisfactory performance of job duties and responsibilities and must bear the original signature of the employee's supervisor. The consultant or his/her designee will then assign one adult high school credit and enter it onto the student's permanent record folder.

IIIA: METHOD #2 - DEMONSTRATED OCCUPATIONAL SKILLS

This method may be used by a student who possesses an occupational skill but is not eligible for or willing to use Method #1.

THE STUDENT MUST CHOOSE EITHER METHOD #1 OR METHOD #2. ONLY ONE CREDIT MAY BE GIVEN FOR SECTION IIIA OF THE OCCUPATIONAL EXPERIENCE AND/OR TRAINING CATEGORY.

Up to one credit may be awarded for successful demonstration of an occupational skill. This demonstration will be done in conjunction with Cooperative Education Services (CES) in Norwalk and will involve utilization of the Occupational Assessment Instrument component of the External Diploma Program (New York State Model). Specific guidelines have been established for this procedure.

Students who wish to utilize this credit option should discuss their background in this skills area with the tutor. They will also review the competencies which will be evaluated as outlined on a checklist for that particular skill area. This checklist will be provided by the Individualized Diploma Program Consultant.

The tutor and student will then develop and submit a Skills Demonstration Assessment Request Form (SDA: see Apendices: Part B) to the Individualized Diploma Program Consultant. The SDA will be reviewed by the Consultant and the Director of Adult

Education. Final approval of the utilization the Skills Demonstration Assessment option will rest with the Director.

If the Skill Demonstration Assessment is successful, credit will be awarded. All checklists and documentation forms used as part of the assessment will be retained in the student's permanent record folder.

IIIB. OCCUPATIONAL LICENSE

Up to one credit may be awarded to individuals who possess a current, valid occupational license issued by a municipal, state or federal authority. Public service license holders such as school bus drivers, etc. also qualify.

The license must bear the stamp or seal plus the signature of an authorized representative of the issuing agency.

The tutor should copy the license onto or attach it to the Occupational License Documentation Form (see Appendices: Part B). This copy should be forwarded to the Individualized Diploma Program Comsultant for insertion into the student's permanent record folder.

IIIC. APPRENTICESHIP TRAINING PROGRAM

Up to one credit may be awarded for successful completion of an apprenticeship training program. This training program must be approved by the Connecticut Deaprtment of Labor and must represent 48 hours of instructional time.

It is the responsibility of the student to provide the tutor with the information necessary for documentation of this training program. Prior to the awarding of credit, the tutor and student must complete a portion of the Occupational Training Documentation Form (see Apppendices:Part B). This form must indicate the proper name and address of the Training Agency, the type of program and its duration. The cover letter which will accompany this Documentation Form must be signed by the student. This letter and Form will then be forwarded to the Individualized Diploma Program Consultant to be mailed.

The completed form must be returned from the Training Agency indicating satisfactory performance of the skills which were taught and must bear the original signature of an authorized official of the training agency. Other evidence of program completion such as a certificate from the issuing agency may be attached to the Documentation Form.

The consultant or his/her designee will then assign one adult high school credit and enter it onto the student's permanent record folder.

IIID. FORMALIZED JOB TRAINING PROGRAM

Up to one credit may be awarded for successful completion of a formalized job training program. This must have been conducted by a recognized school, agency or trade union such as J.T.P.A, C.B.O., Urban League, O.I.C., Private Occupational School, Trade Union, Displaced Homemakers, etc.. This training must have represented at least 48 hours of instructional time.

It is the responsibility of the student to provide the tutor with the information necessary for documentation of this training program. Prior to the awarding of credit, the tutor and student must complete a portion of the Occupational Training Documentation Form (see Apppendices:Part B). This form must indicate the proper name and address of the Training Agency, the type of program and its duration. The cover letter which will accompany this Documentation Form must be signed by the student. This letter and Form will then be forwarded to the Individualized Diploma Program Consultant to be mailed.

The completed form must be returned from the Training Agency indicating satisfactory performance of the skills which were taught and must bear the original signature of an authorized official of the training agency. Other evidence of program completion such as a certificate from the issuing agency may be attached to the Documentation Form.

The consultant or his/her designee will then assign one adult high school credit and enter it onto the student's permanent record folder.

IIIE. HOME MANAGEMENT

Up to one credit may be awarded to students who can demonstrate mastery of home management related skills.

This demonstration will be done in conjunction with Cooperative Education Services (CES) in Norwalk and will involve utilization of the Occupational Assessment Instrument component of the External Diploma Program (New York State Model). Specific guidelines have been established for this procedure.

Students who wish to utilize this credit option should discuss their background in the home management area with the tutor. They will also review the competencies which will be evaluated as outlined on a checklist designed for home management skills. This checklist will be provided by the Individualized Diploma Program Consultant.

The tutor and student will then develop and submit a Skills Demonstration Assessment Request Form (SDA: see Apendices: Part B) to the Individualized Diploma Program Consultant. The SDA will be reviewed by the Consultant and the Director of Adult Education. Final approval of the utilization the Skills Demonstration Assessment option for home management will rest with the Director.

If the Skill Demonstration Assessment is successful, credit will be awarded. All checklists and documentation forms used as part of the assessment will be retained in the student's permanent record folder.

IV. SPECIALIZED SKILLS CATEGORY

The Specialized Skills Category recognizes the learning of special skills that may have been acquired through participation in a voluntary activity that benefits both the individual and the community. It also recognizes the development of a high level of skill in some avocational area. This skill may be one which is transferable to a job.

Up to one credit may be awarded in the elective area for development of a specialized skill. Therefore, a decision must be made as to which of the two options offered in this category will be assessed. Credit may NOT be given for BOTH voluntary service AND avocational skills.

If the student is eligible for credit in this category, the counselor will note this on the student's Program Record: Lab Form B during the intake interview. The tutor will then initiate documentation procedures with the student and outline them on the Individual Study Plan.

Credit for Volunteer/Community Service will be assessed through documentation whereas credit for Avocational Skills will be assessed thtough demonstration.

On the following pages are detailed descriptions of each of these two options and how they are to be assessed and documented.

IVA. VOLUNTEER/COMMUNITY SERVICE

Up to one elective credit may be awarded to the adult learner for skills acquired through direct participation in a volunteer or community service activity. This includes such activities as volunteer work in convalescent homes, hospitals, libraries, Big Brothers, Big Sisters, etc. that benefits both the individual and the community. Final approval of any volunteer activity is the responsibility of the Dirctor of Adult Education.

One-half credit may be granted for 50-99 hours or one credit may be granted for 100 hours or more of volunteer/community service work with the same agency or institution.

It is the responsibility of the student to provide the tutor with the information necessary for documentation of this volunteer service. Prior to the awarding of credit, the tutor and student must complete a portion of the Community Service Documentation Form (see Apppendices:Part B). This form must indicate the proper name and address of the community agency or institution, the type of volunteer activity and its duration. The cover letter which will accompany this Documentation Form must be signed by the student. This letter and form will then be forwarded to the Individualized Diploma Program Consultant to be mailed.

The completed form must be returned from the community agency indicating satisfactory performance of the skills which were necessary for this volunteer to be successful. Any specific learning experiences involved in the activities should also be noted.

The form must bear the original signature of an authorized official of the community agency or institution. Other evidence of this volunteer activity such as copies of certificates, awards, newspaper articles etc. may be attached to the Documentation Form.

The Program Consultant will then assign one adult high school credit and enter it onto the student's permanent record folder.

IVB. OTHER SPECIALIZED SKILLS

Up to one elective credit may be awarded to the adult learner who can demonstrate development of a sohisticated skills level in an avocational area. This might include photography, music, specialized collecting, crafts or other hobbies. It might also include a skill that could be transferred to a job but is not presently being used in an occupation.

Up to one credit may be awarded for successful demonstration of an specialized skill. This demonstration will be done in conjunction with Cooperative Education Services (CES) in Norwalk and will involve utilization of the Occupational Assessment Instrument component of the External Diploma Program (New York State Model). Specific guidelines have been established for this procedure.

Students who wish to utilize this credit option should discuss their background in this skills area with the tutor. They will also review the competencies which will be evaluated as outlined on a checklist for that particular skill area. This checklist will be provided by the Individualized Diploma Program Consultant.

The tutor and student will then develop and submit a Skills Demonstration Assessment Request Form (SDA: see Apendices: Part B) to the Individualized Diploma Program Consultant. The SDA will be reviewed by the Consultant and the Director of Adult Education. Final approval of the utilization the Skills Demonstration Assessment option will rest with the Director.

If the Skill Demonstration Assessment is successful, credit will be awarded. All checklists and documentation forms used as part of the assessment will be retained in the student's permanent record folder.

STAFF

The Middletown Adult Education program is a component of the Middletown Public Schools. It services over 2,500 area residents each year with a variety of program offerings.

Adult Basic Education, English Language and Citizenship, High School Equivalency Preparation and Testing, the Middletown Adult High School, the Individualized Diploma Program and Career & Vocational Counseling form the mandated program offerings. These are supported by local, state and federal funds and service Middletown, Cromwell, Portland, East Hampton, and Regional District #17 residents.

Specific vocational educational classes, general interest classes and a Job Training Partnership Act Program for youth are also conducted by the Middletown Adult Education Program.

The staff of the Middletown Adult Education Program consists of a Director of Adult and Vocational Education, an evening Assistant Director of Adult Education, a full-time Adult Education Counselor, two part-time evening counselors and various support personnel.

The Individualized Diploma Program Staff consists of a Program Consultant and three tutors. The consultant serves as a liason between the Director of Adult Education, the program counselors and the Lab tutors.

On the following pages are job descriptions for each staff member of the Individualized Diploma Program.

The responsibilities of the Individualized Diploma Program Consultant include the following:

1. Monitor Individualized DIploma Program components and review the program operations with the Director of Adult Education on a regular basis.

2. Oversee program records and review, on a regular basis, student records retained at the Diploma Labs.

3. Oversee the preparation and mailing of documentation forms for work experience, occupational training, and community service credits.

4. Arrange all Skills Demonstration Assessments.

5. Review all documentation records prior to their submission to the counselor for credit certification.

6. Schedule and plan, with the Director of Adult Education, Individualized Diploma Program staff meetings and inservice sessions.

7. Prepare and submit to the Director of Adult Education all necessary program reports.

8. Plan and implement required project dissemination activities.

9. Develop outreach plan for the Individualized Diploma Program.

10. Maintain inventory of Individualized Diploma Program instructional resources and request additional resources as needed.

11. Provide available instructional resources to Individualized Diploma Program tutors, as needed.

12. Perform other duties as assigned by the Director of Adult Education.

The Individualized Diploma Program Lab Tutors work with the students on an individual or small group basis.

The responsibilities of the tutors include the following:

1. Reviews the Program Record: Lab Form B with the student.

2. Develops, and updates as needed, the Individual Study Plan with the student.

3. Maintains student records at the Lab site.

4. Maintains Lab instructional supplies.

5. Oversees the student's instructional program, administering tests and counseling the student in the selection of learning resources and alternate routes of study.

6. Is responsible for forwarding all documentation forms to the Program Consultant for mailing and/or insertion into the student's permanent record folder.

7. Maintains necessary program records and provides these to the Program Consultant or Director of Education (or his designee) when requested.

8. Performs other duties as assigned by the Program Consultant.

The responsibilities of the counselors include the following:

1. Conducts the student intake interview during which assessment is made of prior credits and the initial development of the student's instructional program is made.

2. Completes specific forms outlining the student's program. Among these are the Preliminary Program Record:Planning Form A and the Program Record: Lab Form B.

3. Establishes the student's on-site folder and forwards it to the tutors.

4. Responsible for overseeing the student permanent record folders, reviewing and certifying all credits, working in association with the Individualized Diploma Program Consultant.

5. Assists Director and Program Consultant in approving Independent Study Projects.

6. Serves as the review and appeal person when specific credit options are disputed.

RECORDKEEPING

Two folders will be maintained for each active status student in the Individualized Diploma Program, the on-site folder and the permanent record folder.

The on-site folder will be kept at the Lab site. It will initially contain copies of the Biographical Data, Program Record: Lab Form B, and the TABE Reading Test results. The tutor will add the Individual Study Plan and any forms pertinent to the student's progress in his/her instructional program.

The student's permanent record folder will be kept in the main Adult Education Office. All documentation forms will be forwarded from the tutor to the Program Consultant for insertion into this folder. All credits will be recorded onto this folder as they are earned.

When the student graduates or leaves the program, all on-site records will become part of the permanent record folder.

All records will be held in the strictest confidence. Only the student, the tutor, the counselor, the Individualized Diploma Program Consultant and the Director of Adult Education will have access to any documents.

APPENDICES: PART A

STUDENT INTAKE

PROCEDURES AND RECORDS

RECORDS INCLUDED IN APPENDICES: PART A

RECORDS USED BY COUNSELOR:	PAGE
1. STUDENT INTAKE PROCEDURE: FOR COUNSELOR	52
2. STUDENT BIOGRAPHICAL RECORD (COPY)	55
3. STUDENT TRANSCRIPT (COPY)	56
4. T.A.B.E. LOCATOR TEST ANSWER SHEET	57
5. PRELIMINARY PROGRAM RECORD: PLANNING FORM A	58
6. M.A.H.S. ALTERNATIVES AND CREDIT SUMMARY SHEET	64
7. PROGRAM RECORD: LAB FORM B	65
8. T.A.B.E. READING TEST RESULTS SHEET	66
9. M.A.H.S. DIPLOMA (COPY)	67
RECORDS USED BY TUTOR:	
10. STUDENT INTAKE PROCEDURE: FOR TUTOR	68
11. STUDENT RECORDS INVENTORY CHECKLIST	70
12. INDIVIDUAL STUDY PLAN	71
13. TUTOR RECORD	72
14. STUDENT/TUTOR APPOINTMENT LOG	73
15. PACKET USE INVENTORY	74

STUDENT INTAKE PROCEDURE: FOR COUNSELOR

During the initial interview the following steps outlining the STUDENT INTAKE PROCEDURE will be used:

STEP 1: COMPLETE THE STUDENT'S BIOGRAPHICAL RECORD

A. This is a summary of the student's personal background information which is printed on the inside of the student's permanent record folder.

B. A photocopy of this is to be given to the tutor.

STEP 2: DEVELOP THE STUDENT'S PROFILE

A. Calculate Academic Credits and Determine Entry-Level Skills.

1) Administer the TABE Locator Test to all students who are seeking academic credits. (Students who are seeking all non-academic credits may omit this test) The purposes of the Locator Test are to determine the student's basic skills level and to determine whether or not the student would be eligible for the reading section of the Level D TABE Test.

2) While the student is taking this 15 minute test, the counselor will transcribe the academic credits from the student's transcript onto the permanent record folder and summarize them onto Planning Form A. (If the TABE locator is being omitted the counselor can review the credits with the student as he transcribes them)

B. Converse with the student and complete the remainder of the Planning Form A.

1) This is a summary of the student's academic history and life experiences formatted as a questionnaire.

2) If only academic credits are needed, the counselor may note "Needs Academic Credits Only" on the front page and omit the remainder of the Planning Form questions.

2) This completed form is to be kept in the student's permanent record folder.

STEP 3: PLAN THE STUDENT'S PROGRAM

A. The counselor will explain the various program options which are availabale in Middletown.

B. Based on the student's profile, the counselor will recommend a program.

1) If the Locator Test Score is <u>less</u> than Level D:
Advise the student that the curriculum packet phase of the program would not be an option at this time. Refer the student to A.B.E. or other basic skills development areas for academic credits.

2) If the Locator Test Score is <u>at</u> Level D:
The student should be scheduled for the reading section of the Level D TABE Test to further determine curriculum packet eligibility if academic credits are needed.

3) Note that even if a packet is not an option at this time, a student may enter the Lab Program to access experiential credits if the Planning Form A indicates this as a viable option.

C. If the candidate is referred to the <u>Individualized Diploma Program:</u>

1) Give the student a copy of the PROGRAM ALTERNATIVES & CREDIT SUMMARY SHEET and discuss the various methods of earning credits within the program with him/her.

2) Complete the PROGRAM RECORD: LAB FORM B indicating the recommended credit options for this student.
   - note that the curriculum packet option will be pending until the results of the TABE Test are evaluated.

3) A copy of the Lab Form B and the TABE results are to be given to the tutor.

STEP 4: CONTACT THE APPROPRIATE PERSON IN THE PROGRAM TO WHICH THE STUDENT IS BEING REFERRED AND SCHEDULE AN APPOINTMENT FOR THE STUDENT TO BE ENROLLED.

A. In the Diploma Lab the tutor is to receive copies of the following records PRIOR to meeting with the student. A personal meeting with the tutor concerning the student's program may also be held if desired.

1) The Biographpical Record (as copied from the folder)

2) Program Record: Lab Form B

3) TABE results as given on the profile sheet

4) Copies of any parts of Planning Form A which would be helpful when the tutor completes the documentation.

B. These forms should be forwarded to the tutor in a plain manilla folder with the student's name on it. This will become the student's on-site folder.

AS PRINTED ON THE STUDENT'S PERMANENT RECORD FOLDER

NAME _____ (Last / First / Middle Initial)

55

SOCIAL SECURITY NUMBER _____

SERVICE NUMBER _____

ADDRESS _____ (Street) DATE OF INITIAL _____ MALE _____ FEMALE _____

_____ (Mailing) DATE OF BIRTH _____ AGE ___ U.S. CITIZEN yes ___ no ___

_____ (Town) COUNTRY OF BIRTH _____ IN U.S.A. _____

TELEPHONE _____ HANDICAPPED yes ___ ONALIZED yes ___ no ___

MARITAL STATUS: Married _____ Single _____ Di... ...dents _____ Ages of Dependents _____

UNEMPLOYED _____ RETIRED ___ ...yes _____ no _____ FROM WHOM _____

EMPLOYER _____ (Company Name) _____ OCCUPATION _____

RACE: White (not of hispanic origin) _____ _____ American Indian _____ Asian _____ Hispanic _____ Other (specify) _____

PROFICIENT IN SPEAKING ENGLISH: yes _____ no _____

HIGHEST GRADE FULLY COMPLETED AT TIME OF INITIAL ENROLLMENT:

0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ 11 ___ 12 ___ HIGH SCHOOL GRADUATE ___

GRADE LEVEL IN WHICH STUDENT IS ENROLLED — DETERMINED BY LEVEL A TABE

Reading _____ Math _____ Language _____

FORMERLY ENROLLED IN ABE, GED, etc? _____ IN MIDDLETOWN? _____ YEAR _____ IF ELSEWHERE, WHERE? __ YEAR __

GENERAL REMARKS: _____ 63

62

COUNSELOR _____

COPY

AS PRINTED ON THE STUDENT'S PERMANENT RECORD FOLDER

TRANSCRIPT

Reviewed by: _____

MIDDLETOWN ADULT HIGH SCHOOL
Middletown, Connecticut Board of Education
311 Hunting Hill Avenue Middletown, Connecticut 06457 347-4469

Social Security Number _____ Name _____ Maiden Name _____

Address _____ Home Phone _____ Business Phone _____

Male _____ Female _____ Date of Birth _____ Age Years _____

Subject - Credit Required	Course Title	Grade	Credit Earned	Year	Source	Approved by: Initials
English - 4						
Math - 3						
Social Studies - 3						
Science - 2						
Voc. Ed/Arts - 1						
Electives - 7						

64

COPY

SOURCE CODE:

A. High School Transfer
B. High School (Adult)
C. Military (Basic Training)
D. Military Training
E. Occupational Training
F. Specialized Skills
G. Test Out
I. Apprenticeship

GRADE CODE:

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 60 - Below (Fail)
P = Pass

ENTRANCE CREDITS: _____

Semester	Credits	Cumulative Total

65

TOTAL CREDITS ___ DATE _____ APPROVED BY _____ DATE GRADUATED _____

Director

TEST OF ADULT BASIC EDUCATION

LOCATOR TEST ANSWER SHEET

SCORE:
LEVEL____

VOCAB=
MATH =

VOCABULARY

1.	____	11.	____
2.	____	12.	____
3.	____	13.	____
4.	____	14.	____
5.	____	15.	____
6.	____	16.	____
7.	____	17.	____
8.	____	18.	____
9.	____	19.	____
10.	____	20.	____

MATHEMATICS

1.	____	10.	____
2.	____	11.	____
3.	____	12.	____
4.	____	13.	____
5.	____	14.	____
6.	____	15.	____
7.	____	16.	____
8.	____	17.	____
9.	____	18.	____

NOTE: THIS SHEET IS <u>NOT</u> TO BE USED FOR THE PRACTICE EXERCISES.

57

PRELIMINARY PROGRAM RECORD: PLANNING FORM A

INITIAL INTERVIEW QUESTIONNAIRE

SOCIAL SECURITY NUMBER_____NAME_____
Last First Mid.Init.

INTERVIEW DATE_____TOTAL CREDITS REQUIRED_____

TOTAL CREDITS EARNED TO DATE_____ADDITIONAL CREDITS NEEDED_____

TRANSCRIPT STATUS: INCLUDED_____AVAILABLE_____NOT AVAILABLE____

TABE LOCATOR RESULTS: LEVEL____ SCHEDULE TABE READING TEST? Y_N_

I. ACADEMIC CATEGORY: NO CREDIT LIMIT

Credit summary by academic area. Refer to transcript for details of how credits were earned.

	Credits Required for Diploma	Credits Earned	Credits Needed	Method Recommended**
ENGLISH	4	_____	_____	_____
MATH	3	_____	_____	_____
SOCIAL STUDIES	3 *	_____	_____	_____
SCIENCE	2	_____	_____	_____
VOC EDUC/ART	1	_____	_____	_____
ELECTIVES	7	_____	_____	_____

* one credit must be for U.S. History

** class / packet / Independent Study / other

Note any other pertinent information such as ABBREVIATED INTAKE, classes being taken now, other schools which have been attended, etc.

_____

_____

IF NO TRANSCRIPT IS AVAILABLE
CONTINUE WITH REMAINDER OF INERVIEW

PLANNING FORM A: page 2

II. MILITARY CATEGORY: MAXIMUM 2 CREDITS

1. Have you ever been in any branch of the military service? Y___N____

   If no, mark in counselor note box
   If yes, continue:

2. Have you ever received credit toward school for this service? Y__N__

   If yes, "Where is that credit recorded?"_____
   If no, "Let's find out if that is an option for you"; continue

3. What branch of the service were you in?_____

   a) Did you finish Basic Training? Y___N___

   b) How long were you in the service?_____ from_____to_____

   c) What type of discharge did you receive?_____

   d) Do you have copies of your DD214 (Discharge Paper) Y__N__

4. Did you complete any special training classes? Y___N___
   If yes, "Tell me about that program. What was it called? Where was it held? How long was it?"

   _____

   _____

Counselor note: Is this a possible credit option? Y____N____ If yes, inform the student that proper verification will be done later with the tutor.

III. OCCUPATIONAL CATEGORY: MAXIMUM 2 CREDITS

It is possible to earn one credit for having successful work experience OR an occupational skill.

IIIA: METHOD #1 (Documented Work Experience)

1. Are you presently or have you ever been employed? Y___N___
   If no, procede to IIIA: METHOD #2
   If yes, continue:

   a) Have you held this job for a full year? Y___N___
      If no, how long have you worked at this place?_____

b) What types of responsibilities and duties do you have in your job?_____

_____

c) Are you willing to have a letter sent to your employer for verification? Y____N_
If yes, mark in counselor note box.
If no, procede to IIIA: METHOD #2

IIIA: METHOD #2 (Demonstrated Occupational Skills)

Note: If the student is not or has not been employed, does not wish his/her employer to be notified, or is self-employed, use this option.

"Since work experience is not applicable here, there is a possibility that you may have an occupationsl skill that can be demonstrated."

1. Tell me about the types of work related skills which you may have. Can you use a cash register, special equipment, build things, etc.?_____

_____

Counselor note:

Is work experience a possible credit option? Y___N___
Is a Skills Demonstration Assessment a possible credit option? Y___N___
If yes to either, inform the student that proper verification will be done later with the tutor.

It is possible to earn one credit for training programs or special licenses.

IIIB, IIIC, IIID

1. Do you hold any type of occupational license? Y___N___
If no, proceed to #2
If yes, continue:

a) Who issued it?_____

b) When was it issued?_____Expiration date?_____

c) What did you do to earn it? For how many hours?_____

_____

d) Do you have the license available to show the tutor? Y__N__

2. Have you ever completed an apprenticeship training program?
Y____N____

If no, proceed to #3
If yes, continue:

a) What agency sponsored the program?_____

b) How long did you participate in this program?_____

c) Do you have any type of certificate or document to show successful program completion? Y___N___

d) Are you willing to have a letter sent to the training agency for verification of your participation? Y___N___

3. Have you ever completed a formalized job training program?
Y___N___

If no, proceed to counselor note box
If yes, continue:

a) Who conducted this program?_____

b) How long did you participate in this program?_____

c) Do you have any type of certificate of document to show successful completion of the program? Y___N___

d) Are you willing to have a letter sent to the training agency for verification of your participation? Y___N___

Counselor note: Is there a possible credit option for:
Occupational License? Y___N___
Apprenticeship Training Program? Y___N___
Job Training Program? Y___N___

If yes for any of these options, inform the student that proper verification will be done later with the tutor.

IIIE. (Home Management Skills)

" It is possible to earn one credit for home management skills"

1. For how many years have you had experience in or been responsible for the management of a household?_____

2. Are you responsible for the following:

   a) meal planning and preparation? Y___N___

   b) selection and/or care of family clothing? Y___N___

   c) cleaning the home? Y___N___

   d) purchasing and using home appliances? Y___N___

   e) budgeting and paying bills? Y___N___

3. Would you be able to describe or demonstrate more completely how you would accomplish each of the above skills? Y___N___

Counselor note: Is a Skills Demonstration Assessment for Home Management a possible credit option? Y___N___

If yes, the student has answered most of the above questions favorably, inform the student that proper verification will be done later with the tutor.

IV. SPECIALIZED SKILLS CATEGORY: MAXIMUM 1 ELECTIVE CREDIT

IVA (Volunteer/Community Service)

"It is possible to earn one credit for volunteer activities"

1. Have you ever done any volunteer work for a community agency or an institution? ex. hospitals, libraries, coaching, Big Brothers, etc.

   Y___N___

   If no, proceed to IVB
   If yes, continue:

   a) Who did you volunteer for?_____

   b) How long did you participate in this activity?_____

c) Do you have any type of certificates, documents, awards, even newspaper articles, to verify this participation?
Y___N___

d) Are you willing to have a letter sent to the organization for which you volunteered to verify your participation?
Y___N___

IVB (Specialized Skills)

"Certain types of specialized skills can possibly be used for one credit"

1. Tell me about any types of hobbies you might have. For example, photography, music, specialized collecting, crafts, carpentry, auto repair etc.

_____

_____

_____

Counselor note:
Is Volunteer/Community Service a possible credit option? Y___N___
Is a Skills Demonstration Assessment a possible credit option? Y___N___
If yes to either, inform the student that proper verification will be later with the tutor

THE COUNSELOR SHOULD NOW TRANSFER ALL CREDIT OPTIONS AS NOTED IN THE BOXES TO THE PROGRAM RECORD: LAB FORM B AND COMPLETE THE PLANNING OF THE STUDENT'S PROGRAM.

MIDDLETOWN ADULT HIGH SCHOOL ALTERNATIVES AND CREDIT SUMMARY

ACADEMIC CATEGORY

TRANSFER CREDITS
* No credit limit; 2 credits must be earned at the Adult High School in addition to those transferred
* From any accredited High School, College or Vocational Technical school

EVENING CREDIT CLASSES
* No credit limit
* Earned by attending a full semester of class and receiving passing grade for each credit

COMPETENCY BASED CURRICULUM PACKETS
* No credit limit
* Earned by successfully completing a curriculum packet
* Direction is given by a tutor
* Each packet is the equivalent of one evening class

INDEPENDENT STUDY PROJECTS
* 3 credit maximum; non-elective or elective area
* Maximum 1 project in each required non-elective area
* Project must be developed and completed within stated guidelines

STANDARDIZED TEST-OUT
* 6 credit maximum; non-elective or elective area
* Each test covers one suject area

MILITARY CATEGORY: 2 CREDIT MAXIMUM - ELECTIVE AREA

* 1 credit: Successful basic training
* 1 credit: Documented special training program

OCCUPATIONAL CATEGORY: 2 CREDIT MAXIMUM - ELECTIVE OR VOC/ARTS

* 1 credit: EITHER documented work experience OR demonstrated occupational skills
* 1 credit: Valid occupational license
* 1 credit: Documented completion of apprenticeship program
* 1 credit: Documented job training program
* 1 credit: Demonstrated Home Management Skills

SPECIALIZED SKILLS CATEGORY: 1 CREDIT MAXIMUM - ELECTIVE AREA

* 1 credit: Documented community/volunteer service
* 1 credit: Demonstrated skills in avocational area

PROGRAM RECORD: LAB FORM B

SOCIAL SECURITY NUMBER_____NAME_____
Last First Mid.Init.

INTERVIEW DATE_____ TOTAL CREDITS REQUIRED_____

TOTAL CREDITS EARNED TO DATE_____ ADDITIONAL CREDITS NEEDED____

PRESENT PROGRAM OF STUDY: EVENING CLASSES____NONE____OTHER_____

RECOMMENDED CREDIT OPTIONS

Note*: The counselor has checked the credit options which the tutor should verify for this student. The names of packets or classes have been noted.

ACADEMIC: Guide the student to initiate the following course of study:

	TAKE THIS EVE. CLASS	WORK IN THIS CURR. PACKET	DO IND. STUDY FOR: (3 max.)	TOTAL CREDITS PLANNED
ENGLISH	_____	_____	_____	_____
MATH	_____	_____	_____	_____
SOCIAL STUDIES	_____	_____	_____	_____
SCIENCE	_____	_____	_____	_____
VOC ED/ART	_____	_____	_____	_____
ELECTIVES	_____	_____	_____	_____

MILITARY: Verify maximum 2 elective credits for:
(1 cr) Basic Training_____ (1 cr) Special Training_____

OCCUPATIONAL: Verify max. 2 elective or voc ed/art credits for:
(1 cr) Work Experience_____ OR Occupational Skills SDA **____
(1 cr) Occupational License_____(1 cr) Apprenticeship Prog.____
(1 cr) Formal Job Training ____ (1 cr) Home Management SDA**___

SPECIALIZED SKILLS: Verify maximum 1 elective credit for:
(1 cr) Vol/Comm Service_____OR Special Skills SDA**_____

* The counselor will attach a copy of any pertinent information from Planning Form A which may help the tutor in completing verification of credits and developing the Initial Study Plan.

** All SDA (Skills Demonstration Assessment) Requests should be reserved until the student is within 5 credits of program completion.

ADDITIONAL COUNSELOR NOTES:_____
_____
65

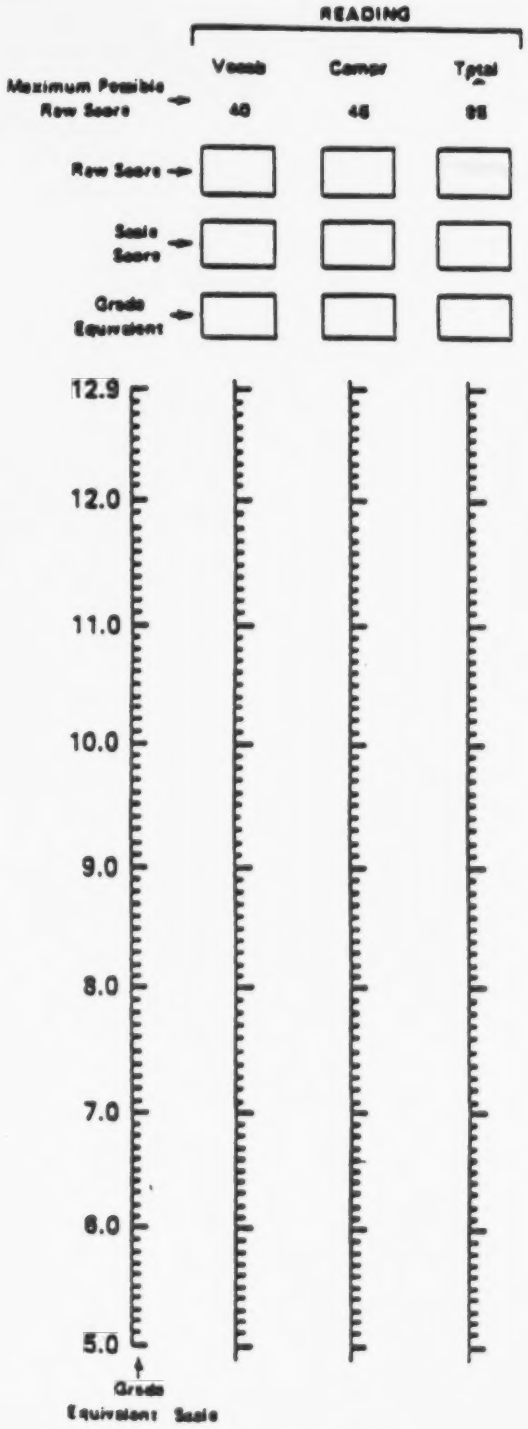
TABE READING TEST RESULTS

SOCIAL SECURITY NUMBER_____DATE TAKEN_____

NAME_____ ADMINISTERED BY_____
Last First Mid. Init.

FORM USED:

3___4___



66

Middletown Adult High School

Middletown Connecticut

This is to Certify that

has satisfactorily fulfilled eighteen required high school credits and is hereby awarded this

Diploma

In Witness Whereof, we have herein subscribed our signatures this day of 19

Superintendent of Schools

Director of Adult Education

Chairman, Board of Education

STUDENT INTAKE PROCEDURE: FOR TUTOR

1. Prior to the first meeting with a student, the tutor will receive from the counselor an established on-site folder which contains the following:

a) copy of Student Biographical Record
b) copy of Program Record: Lab Form B
c) copy of TABE Reading Test Results (if taken)

2. The tutor will add the following forms to the on-site folder as they are completed:

d) Student Records Inventory Checklist
e) Individual Study Plan(s)
f) Tutor Record

Each of the above forms, as well as the other forms which will not actually be included in this folder but will be prepared by the tutor, must be noted on the Student Records Inventory Checklist. This checklist will be used to record the dates when a form was included in the on-site folder OR when it was submitted to the Program Consultant for documentation. It is suggested that this checklist be stapled to the inside cover of the on-site folder.

3. The tutor and student will develop the Individual Study Plan. This is an outline of how each credit needed will be earned and separate forms will be completed for each credit. These plans may include a combination of the various methods of earning credits, for example: attending classes, doing curriculum packets, doing Independent Study Projects or seeking Documentation of life skills. The study plan(s) should be reviewed and updated regularly with the student. 68

4. The tutor will obtain and complete with the student the necessary forms for any needed documentation as outlined below:

Type of Documentation	Form Needed	App.*
I. Academic		
Curriculum Packet	Packet Progress/Grade Record	B
Independent Study Project	Ind. Study Proj. Request Form	C
II. Military		
Milt. Training (discharged)	Military Documentation Form	B
Milt. Training (active)	Military Verification Form & Let.	B
III. Occupational		
Work Experience	Work Experience Form & Letter	B
Demo. Occupational Skill	SDA** Request Form	B
Occupational License	Occup. License Doc. Form	B
Occupational Training	Occup. Training Doc. Form & Let.	B
Home Management	SDA Request Form	B
IV. Specialized Skills		
Volunteer/Community Service	Comm. Service Doc. Form & Let.	B
Demo. Special Skills	SDA Request Form	B

* Refer to these Appendices in the back of the Program Manual

** Skills Demonstration Assessment

All of these completed forms are to be submitted to the Program Consultant for verification and/or mailing.

5. The tutor will establish a Tutor Record. This is to be dated and contain a brief summary of each weekly session with the student.

6. If the student is using a curriculum packet the tutor should provide the student with a Student/Tutor Appointment Log to be kept in the front of his/her packet. The tutor should also note which packet the student is using on the Packet Use Inventory.

STUDENT RECORDS INVENTORY CHECKLIST
FOR ON-SITE AND SUBMITTED RECORDS

SOCIAL SECURITY NUMBER_____NAME_____
Last First Mid.Init.

A) FORMS INCLUDED IN ON-SITE FOLDER

DATE INCLUDED	NAME OF RECORD
_____	Copy of Student Biographical Record
_____	Copy of Program Record: Lab Form B
_____	Copy of TABE Reading Test Results (if needed)
_____	Individual Study Plans
_____	Tutor Record
	If using packets: Packet Progress/Grade Records and Completed Tests for:
_____	Name of Packet:_____
_____	Name of Packet:_____

B) FORMS FORWARDED TO PROGRAM CONSULTANT FOR DOCUMENTATION AND INSERTION INTO THE STUDENT'S PERMANENT RECORD FOLDER

DATE SUBMITTED	NAME OF RECORD
_____	Completed Packet/Progress Grade Record and Report Card for:_____
_____	Independent Study Request Form
_____	Military Documentation Form
_____	Military Service Verification Form & Letter
_____	Work Experience Documentation Form & Letter
_____	SDA Request Form for:_____
_____	Occupational License Documentation Form
_____	Occupational Training Documentation Form & Letter
_____	Community Service Documentation Form & Letter

70

INDIVIDUAL STUDY PLAN

SOCIAL SECURITY NUMBER_____NAME_____
Last First Mid.Init.

CREDIT/SUBJECT AREA:_____

NOTE: COMPLETE A SEPARATE STUDY PLAN FOR EACH CREDIT/SUBJECT AREA
****

1. Student Learning Objective: What credit am I trying to earn?

_____

_____

2. Method: How do I plan to earn this credit?

_____

_____

3. Completion Time: What is my projected completion date?

_____

_____

4. Source of Information: What is the recommended source of needed materials and resources ?

_____

_____

****

DATES OF STUDY PLAN REVIEW/REVISION_____ _____ _____ ____

REQUIREMENTS FOR THIS CREDIT WERE COMPLETED ON_____
date

DOCUMENTATION FORMS FOR THIS CREDIT WERE SUBMITTED TO THE PROGRAM CONSULTANT ON_____
date

TUTOR SIGNATURE_____

71

TUTOR RECORD

PART A:

SOCIAL SECURITY NUMBER_____ENTRY DATE_____

NAME_____ TUTOR_____
Last First Mid. Init.

CHECK ONE: INDIVIDUAL STUDY PLAN IS:

COMPLETED AND BEING REGULARLY REVIEWED_____
INCOMPLETE_____

PART B: RECORD OF PROGRAM INPLEMENTATION

DATE REMARKS (TUTOR INITIALS AT END OF EACH SESSION)

STUDENT/TUTOR APPOINTMENT LOG

(to be inserted in front of packet when assigned to student)

****
BE SURE TO BRING ALL COMPLETED ASSIGNMENTS, YOUR GUIDE AND TEXTBOOKS. IF TAKING A POST-TEST, BE PREPARED.
****

YOUR NEXT APPOINTMENT IN THE DIPLOMA LAB IS ON:

DAY	DATE	TIME	DAY	DATE	TIME

PACKET USE INVENTORY
TO BE USED BY TUTOR IN DIPLOMA LAB

STUDENT NAME

															BASIC MATH I
															BAS. MATH II
															BAS.ALG.INT.
															GEN. SCIENCE
															BIOLOGY
															US HIST:BEG
															US HIST:MOD
															VOCABULARY
															BAS. ENG. I

APPENDICES: PART B

CREDIT DOCUMENTATION FORMS

FORMS INCLUDED IN APPENDICES: PART B

FOR ACADEMIC CATEGORY	PAGE
1. PACKET PROGRESS/GRADE RECORD	76
FOR MILITARY SERVICE AND/OR TRAINING CATEGORY	
2. MILITARY DOCUMENTATION FORM	77
3. MILITARY SERVICE VERIFICATION COVER LETTER	78
4. MILITARY SERVICE VERIFICATION FORM	79
FOR OCCUPATIONAL EXPERIENCE AND/OR TRAINING CATEGORY	
5. WORK EXPERIENCE DOCUMENTATION COVER LETTER	80
6. WORK EXPERIENCE DOCUMENTATION FORM	81
7. SKILLS DEMONSTRATION ASSESSMENT REQUEST FORM *	82
8. OCCUPATIONAL LICENSE DOCUMENTATION FORM	83
9. OCCUPATIONAL TRAINING DOCUMENTATION COVER LETTER **	84
10. OCCUPATIONAL TRAINING DOCUMENTATION FORM **	85
FOR SPECIALIZED SKILLS CATEGORY	
11. COMMUNITY SERVICE DOCUMENTATION COVER LETTER	86
12. COMMUNITY SERVICE DOCUMENTATION FORM	87
FOR OFFICE USE: TO DOCUMENT CURRICULUM PACKET USE	
13. PACKET SIGN-OUT INVENTORY	88

* SAME FORM USED TO REQUEST SKILLS DEMONSTRATION ASSESSMENT IN THREE AREAS: OCCUPATIONAL, HOME MANAGEMENT, AND SPECIALIZED SKILLS

** SAME FORM USED FOR BOTH APPRENTICESHIP TRAINING AND FORMALIZED JOB TRAINING

PACKET PROGRESS/GRADE RECORD

SOCIAL SECURITY NUMBER_____ STUDENT NAME_____
Last First Mid.

TUTOR NAME_____

PACKET NAME_____ DATE BEGAN_____

PROGRESS RECORD: ..... check one column .....

STRAND NUMBER	SCORE EARNED	EARNED ON POST-TEST A	EARNED ON POST-TEST B	MASTERY TEST RESULT
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____

AVERAGE PACKET GRADE: _____

SUBMITTED TO CONSULTANT ON: _____
date

CREDIT EARNED (ONE OR ONE-HALF):_____

CREDIT AWARDED ON:_____
date

COUNSELOR SIGNATURE_____

MILLITARY DOCUMENTATION FORM

This form is to be used for students who have been discharged from the service.

STUDENT'S SERVICE NUMBER_____

STUDENT'S NAME_____

STUDENT'S SOCIAL SECURITY NUMBER_____

BRANCH OF SERVICE_____

YEARS SERVED: FROM _____ TO _____

LAST RANK_____

COPY BELOW OR ATTACH PHOTO COPIES OF THE FOLLOWING:

Military Discharge (DD214)
Appropriate Training Certificates
Any other pertinent Military Documentations

you can

Moving Ahead Together

MIDDLETOWN ADULT EDUCATION
311 Hunting Hill Avenue, Middletown, CT 06457 • 347-4469

Arthur T. Muldowney, *Director*
David A. Cunningham, *Counselor*

Date:

To whom it may concern:

Please complete the enclosed Military Service Verification Form for _____.

This individual is enrolled in the Middletown Adult High School and has requested high school credit for successful military experience and/or training.

Your cooperation in verifying this military experience would be greatly appreciated.

If you need additional information, please call 347-4469. Thank you very much for your assistance.

Sincerely,

Counselor

I do consent to the release of this information.

Student Signature_____

Service Number_____

MILITARY SERVICE VERIFICATION COVER LETTER

78

MILITARY SERVICE VERIFICATION FORM

This form is to be used for students who are still actively serving in the military service.

TO BE COMPLETED BY TUTOR & STUDENT:

SERVICE NUMBER_____ SOC. SEC. NUMBER_____

NAME_____ RANK_____
Last First Mid. Init.

ADDRESS_____

CITY_____STATE_____ZIP_____ PHONE _____

BRANCH OF SERVICE_____

NAME/RANK OF COMMANDING OFFICER_____

BASE ADDRESS_____

CITY_____ STATE_____ ZIP_____

JOB TITLE_____

LENGTH OF TIME IN PRESENT JOB: FROM_____TO_____

BRIEF SUMMARY OF JOB DUTIES PERFORMED:

TO BE COMPLETED BY COMMANDING OFFICER:

1. Does the description as stated above by the student satisfactorily indicate his/her job duties? YES_____ NO_____

2. In your opinion, are the skills/competencies needed to perform the job duties described above being satisfactorily demonstrated by this person? YES_____ NO_____

3. In general, is this person performing successfully in the military service? YES_____ NO_____

4. Is this person a member in good standing of the military? YES_____ NO_____

SIGNATURE (NAME/RANK)_____

FOR OFFICE USE ONLY:
APPROVED BY:_____NO. CREDITS AWARDED_____ DATE_____

you can

Moving Ahead Together

MIDDLETOWN ADULT EDUCATION
311 Hunting Hill Avenue, Middletown, CT 06457 • 347-4469

Arthur T. Muldowney, *Director*
David A. Cunningham, *Counselor*

Date:

To whom it may concern:

Please complete the enclosed Work Experience Documentation Form for _____.

This individual is enrolled in the Middletown Adult High School and has requested high school credit for successful work experience.

Your cooperation in verifying this work experience would be greatly appreciated.

If you need additional information, please call 347-4469. Thank you very much for your assistance.

Sincerely,

Counselor

I do consent to the release of this information.

Student Signature_____

WORK EXPERIENCE DOCUMENTATION COVER LETTER

80

WORK EXPERIENCE DOCUMENTATION FORM

TO BE COMPLETED BY TUTOR & STUDENT:

SOCIAL SECURITY NUMBER _____ PHONE_____

NAME_____
Last First Mid. Init.

ADDRESS_____ CITY_____STATE___ ZIP_____

NAME OF COMPANY OR INSTITUTION _____

ADDRESS_____ CITY_____ STATE___ ZIP_____

PHONE_____ JOB TITLE_____

LENGTH OF TIME IN PRESENT JOB: FROM_____TO_____ HRS/WK_____

BRIEF SUMMARY OF JOB DUTIES PERFORMED:

TO BE COMPLETED BY EMPLOYER:

1. Is the job description complete as stated above and, in your opinion, are the skills/competencies needed to perform this job being satisfactorily demonstrated by this person? YES____NO_____

2. Please check the <u>one</u> characteristic in each group below which best describes this employee's performance.

<u>WORK HABITS:</u>
_____Very accurate, resourceful and efficient
_____Steady, conscientious worker
_____Follows directions and works satisfactorily
_____Follows some direction, works inefficiently
_____Ignores directions

<u>SAFETY:</u>
_____Neat, conscientious and careful
_____Meets required safety standards
_____Generally works safely
_____Fair, needs improvement
_____Sloppy and hazardous

<u>ATTENDANCE:</u>
_____Always prompt, excellent attendance record
_____Seldom late or absent without cause
_____Sometimes late or absent
_____Frequently late or absent
_____Poor attendance record

SIGNATURE OF EMPLOYEE'S SUPERVISOR_____

FOR OFFICE USE ONLY:
APPROVED BY:_____NO. CREDITS AWARDED_____DATE:_____

SKILLS DEMONSTRATION ASSESSMENT REQUEST FORM
OCCUPATIONAL / HOME MANAGEMENT / SPECIALIZED SKILLS

SOCIAL SECURITY NUMBER_____

NAME_____TUTOR_____
Last First Mid. Init.

TYPE OF SKILLS DEMONSTRATION ASSESSMENT REQUESTED: (check one)
Occupational_____ Home Management_____ Specialized Skill_____

PROJECTED DATE OF SKILLS DEMONSTRATION ASSESSMENT:_____

PLEASE WRITE A BRIEF DESCRIPTION OF THE OCCUPATIONAL OR SPECIALIZED SKILLS FOR WHICH THE STUDENT HAS REQUESTED AN SDA.

_____

_____

_____

_____

_____

WHAT EVIDENCE OF SKILL ATTAINMENT HAS THE STUDENT PRESENTED TO JUSTIFY AN SDA IN THE AREAS OF OCCUPATION, HOME MANAGEMENT OR SPECIALIZED SKILLS?

_____

_____

_____

_____

_____

STUDENT SIGNATURE_____

SUBMITTED TO CONSULTANT FOR APPROVAL ON_____
date

APPROVED: YES_____DATE OF SDA:_____ NO_____ PLEASE REVISE

SIGNATURE OF DIRECTOR_____

82

OCCUPATIONAL LICENSE DOCUMENTATION FORM

SOCIAL SECURITY NUMBER_____

NAME_____
Last First Mid. Init.

TYPE OF OCCUPATIONAL LICENSE HELD:_____

ISSUING AGENCY:_____

DATE OF EXPIRATION:_____

COPY BELOW OR ATTACH PHOTOCOPY OF OCCUPATIONAL LICENSE.

you can

Moving Ahead Together

MIDDLETOWN ADULT EDUCATION
311 Hunting Hill Avenue, Middletown, CT 06457 • 347-4469

Arthur T. Muldowney, *Director*
David A. Cunningham, *Counselor*

Date:

To whom it may concern:

Please complete the enclosed Occupational Training Documentation Form for _____.

This individual is enrolled in the Middletown Adult High School and has requested high school credit for successful completion of a training program.

Your cooperation in verifying this training would be greatly appreciated.

If you need additional information, please call 347-4469. Thank you very much for your assistance.

Sincerely,

Counselor

I do consent to the release of this information.

Student Signature_____

OCCUPATIONAL TRAINING DOCUMENTATION COVER LETTER

84

OCCUPATIONAL TRAINING DOCUMENTATION FORM

TO BE COMPLETED BY TUTOR & STUDENT:

SOCIAL SECURITY NUMBER_____PHONE_____

NAME_____
Last First Mid. Init.

ADDRESS_____CITY_____STATE____ZIP_____

NAME OF TRAINING AGENCY_____

ADDRESS_____CITY_____STATE____ZIP_____

PHONE_____PROGRAM TITLE_____

CHECK APPROPRIATE PROGRAM TYPE:
APPRENTICESHIP____J.T.P.A____O.J.T____OTHER_____

SPONSORING EMPLOYER (if appropriate)_____

BRIEF SUMMARY OF SPECIFIC OBJECTIVES AND/OR GOALS OF THE PROGRAM:

TO BE COMPLETED BY OFFICIAL OF TRAINING AGENCY:

1. Are the program goals complete as stated above? YES___NO___

2. Please list below the skills/goals which the trainee has been taught in this program. Check the appropriate line to indicate the trainee's ability to meet each goal by performing each skill.

SKILL	EXCELLENT	ACCEPTABLE	UNACCEPTABLE
1. _____	____	____	____
2. _____	____	____	____
3. _____	____	____	____
4. _____	____	____	____
5. _____	____	____	____

SIGNATURE OF TRAINING AGENCY OFFICIAL_____
TITLE_____

FOR OFFICE USE ONLY:
APPROVED BY:_____NO. CREDITS AWARDED_____DATE_____

you can

Moving Ahead Together

MIDDLETOWN ADULT EDUCATION
311 Hunting Hill Avenue, Middletown, CT 06457 • 347-4469

Arthur T. Muldowney, *Director*
David A. Cunningham, *Counselor*

Date:

To whom it may concern:

Please complete the enclosed Community Service Documentation Form for _____.

This individual is enrolled in the Middletown Adult High School and has requested high school credit for successful community service experience.

Your cooperation in verifying this community service would be greatly appreciated.

If you need additional information, please call 347-4469. Thank you very much for your assistance.

Sincerely,

Counselor

I do consent to the release of this information.

Student Signature_____

COMMUNITY SERVICE DOCUMENTATION COVER LETTER

86

COMMUNITY SERVICE DOCUMENTATION FORM

TO BE COMPLETED BY TUTOR & STUDENT:

SOCIAL SECURITY NUMBER_____PHONE_____

NAME_____
Last First Mid. Init.

ADDRESS_____CITY_____STATE____ZIP_____

NAME OF AGENCY OR INSTITUTION_____

ADDRESS_____CITY_____STATE___ZIP_____

PHONE_____

COMPLETE THE FOLLOWING INFORMATION CONCERNING YOUR SERVICE:
VOLUNTEERED FOR _____ DAYS PER WEEK; _____HOURS PER DAY

TOTAL NUMBER OF HOURS PER WEEK_____; FOR _____WEEKS
(If varied, give average for weeks served)

BRIEF SUMMARY OF THE TYPE OF SERVICE PERFORMED:

TO BE COMPLETED BY OFFICIAL OF AGENCY OR INSTITUTION:

1. Has this individual worked a minimum of 100 volunteer hours for your agency? YES_____NO_____If no, how many?_____

2. Please list below the skills necessary for this volunteer to be effective and rate the volunteer using the following code:
5 = Outstanding 4 = Good 3 = Satisfactory
2 = Minimally acceptable 1 = Unacceptable

SKILL	CODE	SKILL	CODE
1. _____	____	5. _____	____
2. _____	____	6. _____	____
3. _____	____	7. _____	____
4. _____	____	8. _____	____

SIGNATURE OF AGENCY/INSTITUTION OFFICIAL_____
TITLE_____

PLEASE WRITE ANY ADDITIONAL COMMENTS ON BACK OF PAGE

FOR OFFICE USE ONLY:
APPROVED BY:_____NO. CREDITS AWARDED_____DATE_____

PACKET SIGN-OUT INVENTORY

SIGN OUT SHEET: TO BE KEPT WITH PACKETS AND TESTS IN ADULT EDUCATION OFFICE

GUIDES:

PACKET NAME:	# COPIES	ISSUED TO (TUTOR)	DATE

TESTING COMPONENTS:

PACKET NAME/TEST #	# COPIES	ISSUED TO (TUTOR)	DATE

APPENDICES: PART C

INDEPENDENT STUDY PROJECT FORMS

FORMS INCLUDED IN APPENDICES: PART C

		PAGE
1.	GUIDELINES FOR MIDDLETOWN ADULT HIGH SCHOOL INDEPENDENT STUDY PROJECTS	90
2.	INDEPENDENT STUDY PROJECT REQUEST FORM	94
3.	INDEPENDENT STUDY PROJECT ASSESSMENT: WRITTEN CHECKLIST	95
4.	INDEPENDENT STUDY PROJECT ASSESSMENT: ORAL CHECKLIST	96

GUIDELINES FOR MIDDLETOWN ADULT HIGH SCHOOL INDEPENDENT STUDY PROJECTS

A COPY OF THESE GUIDELINES IS TO BE GIVEN TO ALL STUDENTS WHO ARE CONSIDERING THE COMPLETION OF AN INDEPENDENT STUDY PROJECT

A student enrolled in the Middletown Adult High School has the opportunity to study a subject of particular personal interest. This study may be applied toward the credits needed for a Middletown Adult High School Diploma.

Independent Study Projects must be completed through the Middletown Adult High School Individualized Diploma Program. All projects must have the initial approval of the Diploma Lab tutor and, in the case of projects in the non-elective academic area, of one other person authorized by the Director of Adult Education to approve Independent Study Projects. All projects must have the final approval of the Director or his designee. Students who are completing an Independent Study Project are expected to meet weekly with the Lab tutor.

The approved Independent Study Project Request Form must specify the following information:

1. The area for credit (English, Math, Elective, etc.)
2. A brief description of the project (topics, methods etc.)
3. Resources and materials to be used in project completion
4. A completion date. (Any changes in this date must be approved by the Program Consultant and the tutor.)

Each Independent Study Project must represent AT LEAST fifty hours of work and must include a written report which will follow specific guidelines as outlined below. Project content

must be relevant to the subject area in which the credit will be awarded.

The format of the Independent Study Project will depend upon the area for credit for which it is being completed. The project format for non-elective, academic credit areas will be directed toward the preparation of a written report only. The project format for elective credit areas may be product or process oriented, containing a shorter written component. Assessment procedures will vary according to the project format.

The Independent Study Project requirements for both types of formats are described below.

WRITTEN PROJECT FORMAT

All non-elective, academic credit area projects must be written following this format. The project requirements for this format are as follows:

1. Submission of a typewritten report of at least 15 double-spaced pages.
2. Inclusion of a bibliography listing at least 5 references.
3. Inclusion of at least 2 illustrations which may include original or photocopied charts, graphs, maps, etc.
4. Utilization of correct grammar, punctuation, spelling and sentence structure.

Assessment of written format projects will be via the Written Checklist. In addition, the Oral Checklist may be used to evaluate written format projects when deemed necessary by the Director of Adult Education.

PRODUCT OR PROCESS PROJECT FORMAT

The Independent Study Project may be directed toward learning which culminates in the preparation of a product or the mastery of a process. Elective credit area projects may follow either this format or the written format described above. The project requirements for this format are as follows:

1. Submission of a typewritten report of at least 5 double-spaced pages.
2. Inclusion of at least 2 illustrations which may include photographs or the actual project.
3. Utilization of correct grammar, punctuation, spelling and sentence structure.

Assessment of product or process format projects will be via the Oral Checklist. The checklist will be administered at an oral interview of no more thatn 30 minutes. The student and two Diploma Program representatives will be present. The student will make an ititial presentation of approximately twenty minutes and will demonstrate the following characteristics:

1. Good grammar and diction
2. Clarity of thought and fluid flow of ideas
3. Logical sequence of presentation
4. Relevant utilization of quality visual aids (may include the actual project)
5. Comprehensive knowledge of the subject
6. Completion of project objectives

The grading procedures for both the Written and the Oral Checklists will follow the same criteria which are as follows:

24 points = A
20 - 23 points = B
16 - 19 points = C
15 points or less = Unacceptable

Students must also receive a score of satisfactory on any other required assessment components.

In the event that a project is graded as Unacceptable, the student may choose to make any necessary changes within a time limit specified by the Director of Adult Education. The project may then be resubmitted and the assessment rescheduled.

INDEPENDENT STUDY PROJECT REQUEST FORM

SOCIAL SECURITY NUMBER_____ NAME_____
Last First Mid.Init.

PROJECT TITLE_____ AREA FOR CREDIT_____

PROJECT COMPLETION DATE_____ PROJECT FORMAT_____

DESCRIPTION OF PROJECT:

Written Format: Include topics which will be researched and plans for usage of materials and resources.
Product/Process Format: Be specific concerning what is being created or learned and how it will be done.

_____

_____

_____

_____

_____

_____

(continue on back if necessary)

STUDENT SIGNATURE_____

INITIAL APPROVAL SIGNATURES:

TUTOR_____
(needed for non-elective OR elective credit areas)

TEACHER/SPECIALIST_____
(needed for elective credit areas only)

SUBMITTED TO_____ ON_____ FOR FINAL APPROVAL

FINAL APPROVAL SIGNATURE:

DIRECTOR (OR DESIGNEE)_____ DATE_____

NOTE: All signatures indicate the acceptance of this project based on the information provided by the student. Failure of the student to complete the project by the completion date within the stated guidelines will jeopardize credit. It is also understood that the student must receive an overall score of at least satisfactory on both the written and oral project assessments or credit will not be granted. 94

INDEPENDENT STUDY PROJECT ASSESSMENT
WRITTEN CHECKLIST

SOCIAL SECURITY NUMBER_____ NAME_____
Last First Mid.Init.

PROJECT TITLE_____ AREA FOR CREDIT_____

NAME/TITLE OF EVALUATOR_____

DATE OF EVALUATION_____

CRITERIA FOR ASSESSMENT: G = GOOD = 3 POINTS
A = ACCEPTABLE = 2 POINTS
U = UNACCEPTABLE = 0 POINTS

	G	A	U
1. Content: logic, clarity, sentence structure	___	___	___
2. Spelling	___	___	___
3. Grammar	___	___	___
4. Punctuation	___	___	___
5. Bibliography: at least 5 references	___	___	___
6. Illustrations: at least 2 relevant illusustrations	___	___	___
7. At least 15 pages, typewritten, double-spaced	___	___	___
8. Fulfillment of plan: completion of objectives in the estimated time	___	___	___

TOTAL POINTS ___

CHECK ONE: APPROVED_____ NOT APPROVED_____

EVALUATOR'S SIGNATURE_____

(OPTIONAL) COMMENTS:_____

_____

_____

FOR OFFICE USE ONLY:
APROVED BY:_____ DATE_____
Director
NO. CREDITS AWARDED_____ SUBJECT AREA_____ DATE _____

95

INDEPENDENT STUDY PROJECT ASSESSMENT
ORAL CHECKLIST

SOCIAL SECURITY NUMBER_____ NAME_____
Last First Mid.Init.

PROJECT TITLE_____ AREA FOR CREDIT_____

NAME/TITLE OF EVALUATOR_____

DATE OF EVALUATION_____

CRITERIA FOR ASSESSMENT: G = GOOD = 3 POINTS
A = ACCEPTABLE = 2 POINTS
U = UNACCEPTABLE = 0 POINTS

	G	A	U
1. Content: logic, clarity, and flow of ideas	___	___	___
2. Style of delivery	___	___	___
3. Grammar & diction	___	___	___
4. Proper usage of good quality, relavant resources and visual aids.	___	___	___
5. Length of time did not exceed 30 minutes	___	___	___
6. Oral discussion shows comprehensive knowledge of the subject	___	___	___
7. Satisfactory written component at least 5 pages, typewritten, double-spaced	___	___	___
8. Fulfillment of plan: completion of objectives in the estimated time	___	___	___

TOTAL POINTS ___

CHECK ONE: APPROVED_____ NOT APPROVED_____

EVALUATOR'S SIGNATURE_____

(OPTIONAL) COMMENTS:_____

_____

FOR OFFICE USE ONLY:
APROVED BY:_____ DATE_____
Director
NO. CREDITS AWARDED_____ SUBJECT AREA_____ DATE _____

96